

## Teaching Portfolio Structure<sup>1</sup>

	Structure
Organization	Please see the Table of Contents of the Teaching Portfolio.
Audience	This is a summative evaluation.
Integration	Please see “Statement of Teaching Philosophy.”

	Teaching History at University of Houston (Appendix 20)			
Specificity	Survey Level		Advanced Level	
Course	RELS 2360: <i>Introduction to Buddhism.</i>	RELS 3380: <i>Introduction to Asian Religions.</i>	RELS 3396: <i>Mindfulness Practices.</i>	RELS 3396: <i>Buddhist Meditation.</i>
Number of Students	418	266	24	11
Primary modes of instruction	Lecture, discussion, and field trip.	Lecture, discussion, and field trip.	Lecture, discussion, field trip, and practicum	Lecture, discussion, field trip, and practicum.
Responsibilities	Please see, “Teaching Responsibility.”	Please see “Teaching Responsibility.”	Please see “Teaching Responsibility.”	Please see “Teaching Responsibility.”

	Teaching History at Indiana University (regional campuses of IU Southeast, IU South Bend, IU Kokomo, and IU Columbus-Appendix 21)			
Specificity	Survey Level		Advanced Level	
Course	REL-R 153: <i>Religions of Asia.</i>	REL-R 354: <i>Buddhism.</i>	<i>Mindfulness Practices</i> HOH-H-306; LBST-D-501; LBST-D 511; IDIS-D 501; and IDIS-D-594. <sup>2</sup>	<i>Buddhist Meditation</i> HOH-H-306; LBST-D-501; LBST-D 511; IDIS-D 501; and IDIS-D-594.
Number of Students	24	363	24	17
Primary modes of instruction	Lecture, discussion.	Lecture, discussion, and field trip.	Lecture, discussion, field trip, meditation practicum, and independent study.	Lecture, discussion, field trip, meditation practicum, and independent study.
Responsibilities	Please see “Teaching Responsibility.”	Please see “Teaching Responsibility.”	Please see “Teaching Responsibility.”	Please see “Teaching Responsibility.”

<sup>1</sup> M. Kaplan, et al., “Rubric for Statements of Teaching Philosophy,” University of Michigan. January 21, 2022. [http://medsci.indiana.edu/m620/sotl\\_08/teaching\\_portfolio\\_rubric.pdf](http://medsci.indiana.edu/m620/sotl_08/teaching_portfolio_rubric.pdf).

<sup>2</sup> HON-H 306: Honors undergraduate course; MLS: Master Liberal Studies; LBST-D 511: Master of Liberal Studies Humanities Elective; IDIS-D 501: Humanities Seminar, an interdisciplinary graduate seminar in the humanities; IDIS-D 594: Liberal Studies Directed Readings, an independent study Course.

<b>Course Design</b>					
<b>Selection</b>	Please see Appendix 16, "Samples of Syllabi."				
<b>Integration</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><b>Survey Level</b></th> <th style="width: 50%; text-align: center;"><b>Advanced Level</b></th> </tr> </thead> <tbody> <tr> <td>The statement of teaching philosophy (page 6) and course learning outcomes are described clearly in the samples of syllabi (p.6-8).</td> <td>The statement of teaching philosophy (page 17-18) and course learning outcomes (page 23-24) are described clearly in the samples of syllabi.</td> </tr> </tbody> </table>	<b>Survey Level</b>	<b>Advanced Level</b>	The statement of teaching philosophy (page 6) and course learning outcomes are described clearly in the samples of syllabi (p.6-8).	The statement of teaching philosophy (page 17-18) and course learning outcomes (page 23-24) are described clearly in the samples of syllabi.
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<b>Teaching Methods</b>	
<b>Selection</b>	<p>My repertoire of teaching methods includes mini-group discussions, whole-class discussion, and <i>Kahoot!</i> testing for extra credits. Please see Appendix 11 and Appendix 12, which are the samples of classroom activities and online group discussions, respectively.</p> <p>During online meetings, students were grouped into several mini groups according to their choices of selected questions. For example, if there are 10 questions in a class of 40 students, each mini group in a breakout Zoom room will have four students discuss the same question for a few minutes. Afterwards, the breakout Zoom room will be closed, and all the students will go back to the main Zoom room to share their thoughts together.</p> <p>Also, students will have the opportunity to earn extra credit by taking the <i>Kahoot!</i> test together.</p>
<b>Integration</b>	<p>By allowing students to interact together in min-group and whole-group discussions and taking <i>Kahoot!</i> test, I apply my teaching philosophy in my methodology of using cooperative and active learning strategies to stimulate analytical and critical thinking by students. I help the students to understand and respect religious diversity, and I ensure freedom of expression where diverse students comfortably voice their views so that both learners and educators can learn beneficially together.</p> <p>By having these online interactions, the course learning outcomes can be met. For instance, students can share their thoughts and perspectives about the origination and developments of Asian religions.</p>

<b>Assessment of Student Learning</b>	
<b>Selection</b>	To know how students meet my goals and expectations, I require them to write reading responses, analysis papers, field trip reports, and others. They respond to weekly questions, make comments on other students' postings, and do online group presentations and an individual final presentation. Please see Appendix 14, which is a sample of one of the best student's papers.

	<p>At the beginning of the semester, I encourage students to take the pre-assessment test to see how much knowledge they have on the subject study, their diverse backgrounds, and their needs in this class so that I can adjust my schedule and topics within the course’s framework to accommodate students in conveying the studied materials to them. Please see Appendix 15 for a sample of a pre-assessment test.</p> <p>Most of my feedback to students’ assignments is tremendously helpful since that feedback enhances students’ learning and progress in the courses. For instance, regarding a student in the RELS-2360, <i>Introduction to Buddhism</i>, fall of 2021, got 5.5 points for his first reading response because he had eight grammatical errors and lacked intext citations and a list of bibliographical references. However, after learning and correcting those mistakes, he received good grades in most of his reading responses throughout the semester. Please see Appendix 13 for a sample of a student’s progress).</p>
Integration	<p>The aforementioned assignments represent and connect with various learning goals, learning environments, and teaching philosophy. For instance, by having time to reflect and contemplate on their writing of the assignments and on their oral presentations, students can develop their critical thinking, effective communication, and research skills according to my teaching philosophy in the criteria of scholastic skills, freedom of expression, and others. These criteria can broaden students’ views on Asian religions historically and contemporarily that meet the course’s learning outcomes.</p>

	<b>Assessment of Teaching</b>
Selection	Please see Appendix 1, “Summary of Student Evaluation Means” and Appendix 8, “Student Evaluation By Classes.”
Presentation	These summarized data are clear and easy for reader to read: section 1, instructor; section 2: common university-wide items; and section 6: students’ comments.
Integration	These data of my means, which are higher than that of the department and college, reflect the effectiveness of my teaching philosophy in the criteria of learning growth, diversity, scholastic skills, teaching methodology, and curriculum and instructional planning. They also connect strongly with my course learning outcomes.
Explanation	<p>My strength as a professor is evident as my means in most criteria in the summary of students’ evaluations are greater than those of the Department of Religious Studies and College of Liberal Arts and Social Studies.</p> <ul style="list-style-type: none"> <li>• In section 1 of the instructor, my means in numbers 3, 4, 5,6, and 8 are higher than those of the department and the college.<sup>3</sup></li> </ul>

<sup>3</sup> Appendix 8; *Section 1- Instructor*: number 3 “The instructor encouraged student participation, questions, and discussion as the class size allowed”; number 4 “The instructor encouraged critical thinking and evaluation of ideas and evidence”; number 5 “The instructor was well prepared for class”; number 6 “Test examinations, projects, papers, or creative activities reflected materials emphasized in the course”; and number 8 “The instructor evaluated exams, quizzes, papers or creative activities in a timely manner.”

	<ul style="list-style-type: none"> <li>• In section 2 of the common university-wide items, my means in all numbers are higher than those of the department and the college.<sup>4</sup></li> <li>• In section 6 of students' comments, I have more numbers of positive students' comments than those rated neutral or negative.<sup>5</sup></li> </ul> <p>The areas I need to improve, since my means are lower than those of the department and the college according to these data, are the numbers 1, 3, and 7 in section 1 of the instructor assessment, which are the explicit expectations of the syllabi and course at the beginning of the semester; the presentation of the course in the clear, logical, and organized manner; and the fairness, consistency, and clearness in grading practices.</p> <p>As a side note, six out of seventeen students in my current advance class, RELS-3396 <i>Mindfulness and Its Multidisciplinary Applications</i> of the Spring 2022 semester, are my former students due to their love and enjoyment the effectiveness of my pedagogical methodology evidently.</p>
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<b>Reflections on Teaching</b>	
<p><b>Teaching Development</b></p>	<p>To improve my teaching skills and enhance students' achievement of the learning goals, sometimes I make efforts to participate in the university's teaching development workshops, symposiums, and conferences.</p> <p>I have attended some teaching development symposium and conferences such as the Innovative Teaching and Learning Symposium at the University of Houston and the Faculty Academy on Excellence in Teaching Conference at Indiana University. In those symposium and conference, I generally studied the online learning that blended asynchronous and synchronous approaches such as flipped classroom approach. Occasionally, my students use some technology tools such as Whatsapp and GroupMe app to connect with each other.</p>
<p><b>Development Integration</b></p>	<p>My Faculty Development Plan aligns with my teaching philosophy and learning outcomes. For example, in the instructional activities and professional competencies of the plan, to foster an open environment for the diverse students and faculty is relevant to the diversity criteria in the teaching philosophy. As a result, they facilitate students in learning Asian religions in broadened scales of national and international settings according to learning outcomes.</p>
<p><b>Scholarly Teaching</b></p>	<p>Develop the bibliographical lists of references in Religious Studies and Buddhist Studies to enhance scholarly teaching development.</p>

<sup>4</sup> Appendix 8; *Section 2- Common University-wide Items*: number 11 "The overall teaching effectiveness of this instructor is"; number 12 "The overall quality of this course is"; number 13 "This instructor's availability for individual assistance is"; and number 14 "This instructor's demonstration of respect for students is."

<sup>5</sup> Appendix 8; *Section 6-Students' comments*: number 1 "What, specifically, were the strengths of the class?"; number 2 "How could the instructor improve the course?"; number 3 "Would you recommend this instructor to other students? Why?"; and number 4 "What other comments and suggestions would you like to make about the instructor or the course?"

	Share recorded lectures in social media such as YouTube for other people to learn.
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## **Bibliography**

Appendix 1: Summary of Student Evaluation Means.

Appendix 8: Student Evaluations by Classes.

Appendix 11: Sample of Classroom Activities—*Kahoot!* Report.

Appendix 12: Sample of Online Group Discussions.

Appendix 13: Sample of a Student Progress.

Appendix 14: Sample of Best Student Paper.

Appendix 15: Sample of Pre-assessment Test.

Appendix 16: Samples of Syllabi.

Appendix 20: Courses Taught at University of Houston.

Appendix 21: Courses Taught at Indiana University.

Kaplan, M, et al. “Rubric for Statements of Teaching Philosophy.” University of Michigan. 21 January 2022. [http://medsci.indiana.edu/m620/sotl\\_08/teaching\\_portfolio\\_rubric.pdf](http://medsci.indiana.edu/m620/sotl_08/teaching_portfolio_rubric.pdf)